Transforming Education Summit - National Consultations Report

Survey response 1

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Last page
1

Start language
en

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1677103119

1. GENERAL INFORMATION

Country:
Thailand

Convenor's name
Ministry of Education of Thailand

Number of consultations (if more than one consultation took place)
1

Basic information on all the consultations convened [Consultation 1][Title]
National Consultation for Transforming Education Summit

Basic information on all the consultations convened [Consultation 1][Date]
9 August 2022

Basic information on all the consultations convened [Consultation 1][Type (e.g.: National, Subnational, etc.)]
National

Basic information on all the consultations convened [Consultation 1][Geographical scope]
Nationwide

Basic information on all the consultations convened [Consultation 1][Number of participants]
240

Basic information on all the consultations convened [Consultation 1][Language used]
Thai and English

Basic information on all the consultations convened [Consultation 2][Title]

Basic information on all the consultations convened [Consultation 2][Date]

Basic information on all the consultations convened [Consultation 2][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 2][Geographical scope]

Basic information on all the consultations convened [Consultation 2][Number of participants]

Basic information on all the consultations convened [Consultation 2][Language used]

Basic information on all the consultations convened [Consultation 3][Title]

Basic information on all the consultations convened [Consultation 3][Date]

Basic information on all the consultations convened [Consultation 3][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 3][Geographical scope]

Basic information on all the consultations convened [Consultation 3][Number of participants]

Basic information on all the consultations convened [Consultation 3][Language used]

Basic information on all the consultations convened [Consultation 4][Title]

Basic information on all the consultations convened [Consultation 4][Date]

Basic information on all the consultations convened [Consultation 4][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 4][Geographical scope]

Basic information on all the consultations convened [Consultation 4][Number of participants]

Basic information on all the consultations convened [Consultation 4][Language used]

Basic information on all the consultations convened [Consultation 5][Title]

Basic information on all the consultations convened [Consultation 5][Date]

Basic information on all the consultations convened [Consultation 5][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 5][Geographical scope]

Basic information on all the consultations convened [Consultation 5][Number of participants]

Basic information on all the consultations convened [Consultation 5][Language used]

Basic information on all the consultations convened [Consultation 6][Title]

Basic information on all the consultations convened [Consultation 6][Date]

Basic information on all the consultations convened [Consultation 6][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 6][Geographical scope]

Basic information on all the consultations convened [Consultation 6][Number of participants]

Basic information on all the consultations convened [Consultation 6][Language used]

Basic information on all the consultations convened [Consultation 7][Title]

Basic information on all the consultations convened [Consultation 7][Date]

Basic information on all the consultations convened [Consultation 7][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 7][Geographical scope]

Basic information on all the consultations convened [Consultation 7][Number of participants]

Basic information on all the consultations convened [Consultation 7][Language used]

Basic information on all the consultations convened [Consultation 8][Title]

Basic information on all the consultations convened [Consultation 8][Date]

Basic information on all the consultations convened [Consultation 8][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 8][Geographical scope]

Basic information on all the consultations convened [Consultation 8][Number of participants]

Basic information on all the consultations convened [Consultation 8][Language used]

Basic information on all the consultations convened [Consultation 9][Title]

Basic information on all the consultations convened [Consultation 9][Date]

Basic information on all the consultations convened [Consultation 9][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 9][Geographical scope]

Basic information on all the consultations convened [Consultation 9][Number of participants]

Basic information on all the consultations convened [Consultation 9][Language used]

Basic information on all the consultations convened [Consultation 10][Title]

Basic information on all the consultations convened [Consultation 10][Date]

Basic information on all the consultations convened [Consultation 10][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 10][Geographical scope]

Basic information on all the consultations convened [Consultation 10][Number of participants]

Basic information on all the consultations convened [Consultation 10][Language used]

Total number of participants
240

Number of participants by age range (insert number): [0-17][]
6

Number of participants by age range (insert number): [18-29][]
23

Number of participants by age range (insert number): [30-59][]
195

Number of participants by age range (insert number): [60+][]
16

Number of participants by gender (insert number): [Male][]
66

Number of participants by gender (insert number): [Female][]
150

Number of participants by gender (insert number): [Prefer not to say][]
24

Number of participants by sector (insert number): [Education][]
140

Number of participants by sector (insert number): [Child Protection][]
15

Number of participants by sector (insert number): [Health][]
10

Number of participants by sector (insert number): [Labour][]
7

Number of participants by sector (insert number): [Environment][]
4

Number of participants by sector (insert number): [Finance][]
10

Number of participants by sector (insert number): [Nutrition][]
5

Number of participants by sector (insert number): [Communication][]
10

Number of participants by sector (insert number): [Information Technology][]
9

Number of participants by sector (insert number): [Social Protection][]
10

Number of participants by sector (insert number): [Water, Sanitation and Hygiene][]
5

Number of participants by sector (insert number): [Other (please specify below)][]
15

Number of participants by sector (insert number): [Specify "Other"][]
Industrial =10 International Relations =5

Number of participants by stakeholder group (insert number): [Teachers, educators, facilitators, and professors][]
107

Number of participants by stakeholder group (insert number): [Youth and students (including children and adolescents)][]
10

Number of participants by stakeholder group (insert number): [School leaders (e.g., from UNESCO ASPnet school network)][]
5

Number of participants by stakeholder group (insert number): [City and local government representatives][]
20

Number of participants by stakeholder group (insert number): [Parents and caregivers][]
3

Number of participants by stakeholder group (insert number): [Small/medium enterprises/unions][]

Number of participants by stakeholder group (insert number): [Large national businesses][]
2

Number of participants by stakeholder group (insert number): [Members of Parliament][]

Number of participants by stakeholder group (insert number): [Multi-national corporations][]

Number of participants by stakeholder group (insert number): [Local authorities][]

Number of participants by stakeholder group (insert number): [Government and national institutions][]
6

Number of participants by stakeholder group (insert number): [Public Servants][]
17

Number of participants by stakeholder group (insert number): [Regional economic community][]

Number of participants by stakeholder group (insert number): [United Nations Organizations][]
11

Number of participants by stakeholder group (insert number): [Local Non-Governmental Organizations][]
11

Number of participants by stakeholder group (insert number): [International and/or regional financial institutions][]

Number of participants by stakeholder group (insert number): [International Non-Governmental Organizations][]

Number of participants by stakeholder group (insert number): [Private Foundations / Partnership / Alliance][]
31

Number of participants by stakeholder group (insert number): [Indigenous people and community leaders][]

Number of participants by stakeholder group (insert number): [Scientific community, academic, universities and research institutes][]
7

Number of participants by stakeholder group (insert number): [Media][]
10

Number of participants by stakeholder group (insert number): [Other stakeholder (specify below)][]

Number of participants by stakeholder group (insert number): [Specify "Other stakeholder][]

2. PRINCIPLES OF ENGAGEMENT

How did you organize the consultation(s) to ensure the principles of multi-sectoral, multi-stakeholders, inclusive, and youth-inspired consultations?
The Ministry of Education, convener of the national consultation meeting, set up a national taskforce to be responsible for conducting the consultation. This taskforce, which was comprised of stakeholders in education provision, as identified in the guidelines, to provided inputs and suggestions on how the national consultation activity should contribute to transforming education. The Ministry of Education collected all inputs and suggestions and conducted two brain storming sessions in small working groups to ensure that all stakeholders could participate and contribute in the national consultation process. The Ministry of Education drafted a tentative programme for the national consultation process and circulated it to all partners, nationally and included international organizations, for more inputs. Furthermore, the Ministry of Education also requested active participation from all relevant agencies to support the process.

3. CONSULTATION FOCUS AND OUTCOMES

What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks and the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes?
The National Consultation Meeting was organized on August 9, 2022, in Bangkok. However, to facilitate a wider participation to include stakeholders remotely, the meeting was conducted in a hybrid format. The Minister of Education presided over the opening session, with active participation from UNICEF and UNESCO in Bangkok, as well as regional organizations involved in education, such as Southeast Asian Ministers of Education Organization (SEAMEO).   There were several speakers from the public sector, the private sector and non-state organizations   providing futuristic approaches and inspiring the meeting to address challenges in providing education in the future. Group discussions, in line with the thematic action tracks, were conducted to address issues   regarding resiliency of education during the post-COVID-19 and proposed strategies in education   development as well as how to accelerate the achievement of SDG4.

What are the main outcomes regarding the four key components of the national consultation(s)?

1. Equality in Education, Safe and Healthy Schools

The group discussed at length various aspects of the topic. The limitations brought on by the Covid-19 pandemic included not only the student's physical absence from schools, but also the sensitive issues that came along with the situation. The stress level that escalated among parents who may have been faced with unemployment which led to tension in the households, students who have lost privileges in the education systems and teachers who may have had to learn new ways of knowledge transfers via different forms of modern technology and/or equipment.

It is evident that a more reliable infrastructure is needed for effective learning to be maintained amidst the unusual circumstances brought on by the Covid-19 pandemic. Some groups of learners were cited as examples to address their learning conditions such as the LGBTQ community of students who are also experiencing high levels of stress as they are no longer able to express themselves when having to study from home. These levels of stress can elevate to a level that could be deemed unhealthy for them and may lead to larger problems in society in the future. It is clear that students with disabilities need much more support during these hard times. We must find ways to give them the help they need to truly deliver equality in terms of opportunities and education.

In terms of financial support to guarantee students' access to quality education, aside from more effective budget allocation and distribution, we need to create more partnerships between the schools and the business sector. Sponsorships from various industries are key to promoting successful learning and to secure future employment for the new generation. It is also our goal to teach students the very skills they need in the real world and not just materials they need to learn to pass their exams. A strong partnership/culture between schools and corporations needs to be set up and maintained with consistency. Good help can also be obtained from local academic institutions such as universities where there is an abundance of resources.

In conclusion, we need to come up with ways to work from the top down as well as from the bottom up. Strong community support is also important to resolve the basic issues of domestic violence, mental health disorders, lack of face-to-face interaction and interpersonal skills, and to keep them from taking the wrong path in life, such as getting pregnant prematurely or using illegal drugs. The government needs to have measures in place to help facilitate cooperation between all sides involved and have ways to monitor the progress of projects with a properly allocated budget. On the other hand, some public interventions to reopen schools could enable learners to return to school such as "Bring the Students back to School" and setting up a Safety School Centre to support Student's well-being".

2. Learning and Skills for Life, Work and Sustainable Development

The group addressed the reasons why students drop-out of school as being not able to access WIFI and the lack of basic devices to learn remotely. Further to this, the group highlighted that students did not receive enough support from schools. Some dropouts found out that what they learned from school was not relevant to their future work so they started to lose interest in returning to school.

Many learners lost motivation and saw no point of learning. They felt that online learning was not relevant to life skills. Students lost confidence and social skills due to no interaction with people and feel that education content is not up to date and does not include training for relevant work skills.

The Curriculum should be adjusted to focus on more learning by doing both in the core curriculum and non-classroom activities. Students should be encouraged to explore themselves and know their ability and competency so they are able to identify early on what profession they are interested in. This will allow them to move in the right direction towards the working skills and development they will require in the future.

It is recommended that partnership with institutions to support education outside of the classrooms is essential so students can develop life skills and geared towards employment. The bright side of learning disruption should also be addressed. Online Learning is good, but we need to learn how to keep it optional and develop online learning as an opportunity for students. Hybrid learning should be continued as an option since this same situation might comeback in the future.

Linkage of the content to work skills is crucial therefore it is recommended that supporting local communities in developing their own curriculum for them to apply to local practices will enhance relevancy. There should be a channel to link local authorities' ideas to adjust learning method to the central authority. Localities should also be empowered and supported to adapt learning to match their areas in their school curriculum.

Directors or principals of schools are the main authority. We need to further develop them and change the selecting criteria of the directors and open the recruitment of school directors/principals to other professions.

Centralizing support from the country level like resources for teachers to be able to easily access, E-Learning for teachers. Internet for the whole country.

Set up a new way to allocate the budget, giving a fixed amount to each school for them to work with. Planning the budget more efficiently and adding a budget for the development of students and teachers (not using the number of the students in each school to allocate the budget, calculate and plan the budget to each school in different ways to make sure that small schools are not neglected.

Life skills should be combined with learning activities and content from earlier years. Active learning should be more highlighted to engage students to do more than listen to lectures. Students should be provided with content to understand the workforce and working skills to match themselves to different job markets.

In order to enable strong partnerships between schools and the private sector, school alumni, and
private companies, some rules and regulations might need to be reviewed. Moreover, schools and the private sector should jointly work together on creating content for students to be able to support them to get ready for the workforce. Schools and private agencies should be matched in order to strengthen
apprenticeships for teachers and students so that they can keep pace with new skills needed in the
future.

3. Teachers, teaching and the teaching profession
Teachers changed their teaching styles to adapt to online teaching and learning and also collaborated with parents to make appointments with parents so that they and their children could study at a suitable time. Once the teaching was online, the assessment had to be adjusted to online too.
Regarding the teaching profession and recovery, the Teachers Council had to work actively due to the changes required to teaching and learning. The teacher education institutes had to adapt to the changes in order to develop teachers. Design thinking for solving problems is a skill that teachers need for their career. Regarding the performance of teachers, they should be able to deliver lessons with various
techniques. Teachers should be encouraged to be trained on the relevant life skills that can be used in their real lives, such as financial knowledge. This is important as they can pass the knowledge onto their students.
Inequality of students led to unequal opportunities in education. Even if there was no Covid-19
pandemic, we still could not reach education goals. Therefore, it is important that teachers manage lessons well. Teachers have some other extra tasks apart from teaching; therefore, teachers should be able to lessen some of the workload that is not related to teaching and learning. Teachers should learn to develop themselves on their own and should not be forced to enroll in the training sessions which are not valued-added to their teaching-learning.
In the future, learning management could be in an-in school-less format. Therefore, the curriculum must be adjusted to only include the knowledge that is necessary for work skills. The private sector should also be encouraged to take part in teacher development to enable teachers to learn new skills that can be applied to their teaching-learning.

4. Digital Learning and Transformation
Learning online causes attention-deficit behavior in many students. Many experience losses in attention span and interest in learning due to online learning. Many students have difficulties connecting
academic knowledge from the classroom to the real-world environment. Teachers have difficulty finding teaching materials for online classes. Some have difficulty conducting online courses since they are not accustomed to the equipment and the new teaching environment. The role of parents has changed. Many parents turn themselves into home-school teachers while some struggle to deal with their children at home. Early childhood care and education was critical during the pandemic. Online learning has
interrupted milk and school lunch programs, resulting in insufficient nutrition for some children.

The meeting concludes with the following recommendations being considered:

1. Promote Learning Habits through Data Analysis and Cash Transfers for Disadvantaged Children (UNESCO) – There should be incentives for students to learn and earn by reading books. "The Learning Coins Project" was developed in 2018, with the collaboration of relevant agencies aiming to promote
applied learning for students who are not at school. Students earn "coins" (scholarship money) through time spent reading. Now, around 80 teachers and 500 students have joined the program.
2. Encourage assisted/personalized learning by subject (MOE) - Teaching and learning needs to be adapted to the digital era. AI and Virtual Reality (VR) should be promoted in the classroom together with Digital literacy and digital security (MOE) knowledge. The role of teachers should change from teaching to coaching.
3. Strengthen Digital Resources Online (SEAMEO,MOE) - The open sources platform is
recommended to create a learning hub for teachers and students. The Ministry of Education is
encouraged to take the leading role in verifying current resources and post reliable learning materials in the national platform where everyone can access and apply for both classroom and everyday learning.
4. Promotion of Free Wifi – Wifi should be considered as public so everyone can access it. It should be funded not only for those living in border areas, but also extended to marginalized and disadvantaged groups. Partnerships with the private sector should be considered to ensure sufficient funds for all areas of implementation.

In terms of mechanisms, the meeting proposed that partnership with the private sector, especially at the regional level, should be promoted to ensure the realization of area-based development. It is also
recommended that incentives should be given to private companies in order to promote investment in education and learning for Thai students. For example, the National Broadcasting and Telecommunication Commission (MOD) could provide incentives for telecommunication providers to
offer smartphones with sim cards for border-area students. This would allow students to be able to access education and learning resources more easily. Learning processes in Thailand need to be
improved; elements that would support successful learning are namely the 15-minute platform, interactive live communication, (i.e., the virtual classroom), coaching, collaboration and community, multimedia, web-based learning, and performance support
Inequitable access to electronic devices and reliable high-speed internet connections has a negative
impact on opportunity, achievement and equity gaps in education, as we have frequently discussed. However, this is one of the

topics that should be raised is the metaverse – the real time digital world. This would be a good way to learn in the new digital environment. At the moment, the metaverse is being used for depression therapy by teaching piano, virtually. (AR-VR). The Metaverse can be applied in training programmes (language training, for example) and can be further developed by using a virtual-

reality space in where users can interact with a computer-generated environment as well as with other users. Virtual classrooms can support the promotion of learning and teaching in this way.

The establishment of a learning infrastructure in learning institutions. Some private companies are ready to mobilize their resources to support teacher development as they consider that teachers are the key to quality education and qualified teachers should help equip students with the necessary digital skills for the 21st century. Focus on budget allocations for the disadvantaged (primary-secondary-short course 1 year) should also be promoted. Furthermore, reliable, and open resources that everyone can access should also be expanded. (National YouTube)

Financing of Education
The group discussed at length on the various aspects of this topic. Although the pandemic situation
contains a possibility to hamper public financial budgeting, it also triggers more creative ways of
financing from cooperation with the private sector while enabling ideas of achieving equity above
equality through effective financial budget allocation.
Educational resources are essential for building a quality future for students. Alarming issues to address, apart from the pandemic situation, include disparity among students due to differences in backgrounds, rural vs. urban, and those who attend big and good schools compared to those who do not. It is
important that no one is left behind in terms of education, and it is displayed through proper financing.
To overcome such challenges, it is important to involve the public and private sector, whereby the private sector could serve as an alternative supplementary source of financial resources and ideas, whereby public sectors could collaborate support to realize better education for students across the country. The Ministry of Education of Thailand should also ensure regularity of policies despite changes in ministers to ensure that good policies are being carried forward in the long-term.
In terms of budgeting, ensuring efficiency should remain at the heart. A proper system to keep track of results, quality collection of data to supplement policymaking, and check-and-balance system remains crucial to ensuring a successful allocation of funds which would result in a higher quality of education
nationwide.
In conclusion, we need to address the financing of education through mobilizing resources from across all sectors while ensuring that their allocation is done effectively under the notion of equity and tailored to the special needs of individuals and those who are needy. Data collection should also be done to ensure that scarce financial resources in education are used effectively and with proper accountability.

Please upload any additional file about the process and outcomes of your country's national consultations. You can also send the additional report to tes.nationalconsultations@unesco.org
[{ "title":"Thailand_National Consultation Agenda","comment":"","size":"86.8974609375","name":"Agenda_TES%20Consultation%20%288%20Aug%29.pdf","filename":"fu_3g2y7kry8k9awhn","ext":"pdf" }]

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